DOCUMENT RESUME

ED 380 137 IR 055 441

AUTHOR Avino, Catherine
TITLE Librarian-Teacher Partnerships: An Annotated Bibliography.
INSTITUTION Union Coll., Cransford, N.J.
PUB DATE 25 Feb 94
NOTE 6p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Libraries; Active Learning; Annotated Bibliographies; Assignments; *Course Integrated Library Instruction; Critical Thinking; Curriculum Development; Developmental Studies Programs; English (Second Language); Experiential Learning; Instructional Design; Learning Strategies; Lecture Method; *Librarian Teacher Cooperation; Library Research; Library Services; *Library Skills; Student Projects; Student Research; *Teaching Methods; Team Teaching

ABSTRACT

This annotated list of 23 journal articles and documents provided focuses on faculty-librarian collaboration in bibliographic instruction (BI) at academic libraries. Topics including the following: BI for developmental and English-as-a-Second-Language (ESL) students; faculty and librarian collaboration on the design of BI assignments; the teaching of critical thinking skills with course-integrated BI; a BI program based on an experiential learning theory; a library reading project in which ESL students gained library skills while completing a research assignment; the incorporation of active learning techniques with BI; librarian and teacher collaboration in the development of an interdisciplinary course; the combination of lectures and library resources use as a means to increase student confidence; transferable methods for teaching the research process; team-teaching experiences with BI and basic writing classes; librarians pairing up to provide BI; the need for improved communication between faculty and librarians; cognitive development research studies; strategies for reducing students' anxiety over library research; library instruction in a writing program; learning theories useful for increasing effectiveness of BI; methods for establishing librarian-faculty partnerships; an overview of the collaborative learning method of teaching; BI in a developmental studies program; librarian faculty cooperation for English 101; a library instruction program for academically varied students; and the incorporation of collaborative learning strategies into a library instruction program. (AEF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 380 137

LIBRARIAN-TEACHER PARTNERSHIPS: AN ANNOTATED BIBLIOGRAPHY

The following annotated list of materials focuses on faculty-librarian collaboration in bibliographic instruction at academic libraries. Topics include: promoting active learning, designing effective BI assignments, differences in student learning styles, and BI for nontraditional students.

Catherine Avino
Union County College
2/25/94

BEST COPY AVAILABLE

IR055441

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Catherine Avino

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Allen, Mary Beth. *Information Literacy, the Library and the Basic Reader/Writer.* ERIC Reproduction Service, 1987. ED 284 580.

Describes a bibliographic instruction program for developmental and ESL students at the University of Illinois. Librarians worked with faculty to develop research topics and design instruction to provide successful library experiences for students. Both faculty and librarians felt this program helped improve students' research skills to levels of the mainstream student population.

Blandy, Susan Griswold. "Building Alliances: General Education and Library Skills in a Community College." *The Reference Librarian* 24 (1989): 57-73.

Discusses how the librarians at Hudson Valley Community College work with faculty to incorporate the teaching of library skills into the general education curriculum. Faculty and librarians collaborate on collection development and the design of BI assignments. Examples of assignments are included.

Bodi, Sonia. "Collaboration with Faculty in Teaching Critical Thinking: The Role of Librarians." *Research Strategies* 10 (Spring 1992): 69-76.

Argues for the need to include the teaching of critical thinking skills with course-integrated bibliographic instruction. Provides examples of ways to work with faculty to enhance students' critical thinking abilities.

Bodi, Sonia. "Teaching Effectiveness and Bibliographic Instruction: The Relevance of Learning Styles." *College & Research Libraries* 51 (March 1990): 113-119.

Describes the bibliographic instruction program at North Park College, which is based on David Kolb's experiential learning theory. This program made use of a variety of teaching methods which allowed different types of learners to have successful library experiences.

Chin, Susan Ho, and Caroline Blumenthal. *Bibliographic Instruction for "Real World" Reading.* ERIC Reproduction Service, 1989. ED 323 758.

Describes a library reading project in which ESL students gained library skills while completing a research assignment. Students worked together in small groups and received hands-on instruction with library resources. The authors felt this project was a successful learning experience which stimulated students to seek out reading materials beyond their ESL textbooks.

Drueke, Jeanetta. "Active Learning in the University Library Instruction Classroom." *Research Strategies* 10 (Spring 1992): 77-83.

Describes BI sessions designed by the librarians at the University of Nebraska and outlines methods of incorporating active learning techniques with bibliographic instruction. Faculty felt that these sessions resulted in an improvement in the quality of student research projects.

Eliot, Paula. "The View from Square One: Librarian and Teaching Faculty Collaboration on a New Interdisciplinary Course in World Civilizations." *The Reference Librarian* 24 (1989): 87-99.

Discusses a project at Washington State University in which librarians participated with faculty in the development of an interdisciplinary course which included a library component The librarians' contributions helped to promote the inclusion of bibliographic instruction in the core curriculum.

Feinberg, Richard, and Christine King. "Short-term Library Skill Competencies: Arguing for the Achievable." *College & Research Libraries* 49 (January 1988): 24-28.

The authors, reference librarians at the State University of New York, Stony Brook, use brief lectures combined with hands-on use of library resources to increase student confidence in library use and fulfill immediate information needs. They feel this approach is more realistic than expecting students to master long-term library competencies.

Hanson, Michelle. "The Library as Laboratory for Interdisciplinary Studies." *Teaching English in the Two-Year College* 21 (October 1993): 222-228.

Discusses methods for teaching the research process which are transferable to any subject. Presents ideas for classroom preparation, basic search strategies, and library exercises for the evaluation of sources.

Koehler, Boyd, and Kathyrn Swanson. "Basic Writers and the Library: A Plan for Providing Meaningful Bibliographic Instruction." *Journal of Basic Writing* 9 (1991): 56-74.

The authors, a librarian and a developmental writing instructor at Ausberg College, discuss their team-teaching experiences with bibliographic instruction and basic writing classes. Hands-on use of resources and collaborative learning increased students' confidence levels in using the library.

LaGuardia, Cheryl, et al. "Learning to Instruct on the Job: Team-teaching Library Skills." *The Reference Librarian* 40 (1993): 53-62.

The authors, reference librarians at the University of California, Santa Barbara Library, describe their team-teaching approach to bibliographic instruction. Librarians work in pairs to prepare and conduct instruction sessions for undergraduate students. This approach has improved the quality of instruction sessions and provided librarians with valuable teaching experiences.

Marino, Sarah R., and Elkin K. Jacob. "Questions and Answers: The Dialogue Between Composition Teachers and Reference Librarians." *The Reference Librarian* 37 (1992): 129-142.

The authors feel that composition faculty and librarians must improve communication with each other about the structure of student research projects and goals in bibliographic education. They found that process-directed research encourages discovery and is more successful than goal-directed assignments.

McNeer, Elizabeth J. "Learning Theories and Library Instruction." *The Journal of academic Librarianship* 17 (November 1991): 294-297.

This article provides an overview of several cognitive development research studies. Discusses how both faculty and librarians are more effective when they consider differences among students cognitive abilities and learning styles in the planning of instruction and assignments.

Mellon, Constance A. "Attitudes: The Forgotten Dimension in Library Instruction." *Library Journal* 113 (September 1, 1988): 137-139.

Describes strategies for reducing students' anxiety over library research. Notes the importance of working with faculty to design assignments that promote success in library use.

Mellon, Constance A. "Process Not Product in Course-Integrated Instruction: A Generic Model of Library Research." *College and Research Libraries* 45 (November 1984): 471-478.

Discusses the introduction of library instruction into the writing program at the University of Tennessee at Chattanooga. Traditional methods of assigning research papers were abandoned in favor of process-oriented research. This required changes in the presentation of library instruction and collaboration between composition teachers and librarians.

Mellon, Constance A., and Kathyrn E. Pagles. "Bibliographic Instruction and Learning Theory." *In Bibliographic Instruction: The Second Generation*. Ed. by Constance A. Mellon, 134-142. Littleton, CO: Libraries Unlimited, Inc., 1987.

Discusses several learning theories which can be useful in increasing the effectiveness of bibliographic instruction programs. These theories address the different ways in which students process information and their individual ways of learning.

Payne, Rob. "Classroom BI No Apology Needed - Just More Cooperation." *Arkansas Libraries* 49 (October 1992): 12-15.

Payne, coordinator of Bibliographic Instruction at Arkansas State University, suggests that with good faculty-librarian cooperation and communication even one-shot BI sessions can be effective. He feels that faculty should teach students how to select and narrow topics prior to BI sessions and relevant assignments which reinforce library skills should immediately follow.

Sheppard, Sandra. "Shaping Teacher-Librarian Teams for Library Use Instruction." *Illinois Libraries* 70 (December 1988): 64-69.

Describes methods for establishing librarian-faculty partnerships. Also provides examples of library research projects, from Lincoln Land Community College's BI program for both general education and discipline-oriented classes.

Sheridan, Jean. "The Reflective Librarian: Some Observances on Bibliographic Instruction in the Academic Library." *The Journal of Academic Librarianship* 16 (March 1990): 22-26.

Provides an overview of the collaborative learning method of teaching. Sheridan feels that librarians must incorporate these strategies into bibliographic instruction in order to best serve patrons. She provides several successful examples which were used in BI sessions at the College of Continuing Education Library, University of Rhode Island. These methods also effectively serve the special learning needs of nontraditional students.

Sorenson, Virginia P. "Bibliographic Instruction in a Developmental Studies Program: A Paired Approach." *Research Strategies* 6 (Fall 1988): 161-167.

Discusses a project in which a library skills course was paired with a composition course at St. Cloud University. Includes useful ideas for teaching library skills to remedial students and for fostering library-faculty partnerships.

Spitzer, Alice M. "Bringing an Interdisciplinary World View to English 101 - the Library's Involvement." *The Reference Librarian* 24 (1989): 113-121.

Describes how librarians at Washington State University worked with English 101 faculty to design a wide range of library assignments that were tied to course objectives. Includes examples of assignments.

Suarez, Celia C. "The Library and Remedial/Developmental Compensatory Education: A Case Study." *Library Trends* 33 (Spring 1985): 487-489.

Describes a project at Miami-Dade Community College in which a library instruction program was developed with the intention of providing services to an academically varied student population. Librarians worked with faculty in designing assignments that were matched to the academic levels of their students. Special emphasis was placed on BI for those students who were deficient in basic skills.

Warmkessel, Marjorie Markoff, and Frances M. Carothers. "Collaborative Learning and Bibliographic Instruction." *The Journal of Academic Librarianship* 19 (March 1993): 4-7.

Discusses how collaborative learning strategies can be incorporated into a library instruction program. Describes a successful project at Millersville University Library, in which undergraduates worked with a partner while learning how to use the ERIC CD-ROM index. The authors concluded that working in teams helped students to overcome anxiety about using computerized library resources.